

ESEA TITLE II, PART A
NON-REGULATORY GUIDANCE
Revised Edition: August 2005
New and Revised Items

Highly Qualified Teachers

- A-6. How are the terms “new to the profession” and “not new to the profession” defined?
- A-8. When can a teacher in an alternate route to certification/licensure program be considered “highly qualified”?
- A-11. May States develop HOUSSE procedures that allow teachers to demonstrate competence in several subjects simultaneously?
- A-12. May States offer HOUSSE procedures as a way for experienced teachers to demonstrate subject-matter competency in the subjects they teach after the 2005-06 school year?
- A-18. Are teachers who are highly qualified to teach one or more middle or secondary school science courses also qualified to teach other science courses?
- A-20. Are middle school or secondary teachers who have received a composite social studies degree considered highly qualified to teach all four of the social studies disciplines listed in the statute (economics, civics and government, history, and geography)?
- A-21. Must accommodations be provided to teachers with disabilities when they are required to take a test in order to meet the highly qualified teacher requirements?
- A-29. Are middle and high school teachers in small rural schools required to be highly qualified in every core academic subject they teach?
- A-30. Must special education teachers who teach core academic subjects be highly qualified?
- A-31. If a special education teacher teaches core academic subjects exclusively to students who are being assessed against alternate academic standards, at what subject-matter level must the special education teacher be highly qualified?
- A-32. Must special education teachers who teach multiple core academic subjects exclusively to students with disabilities be highly qualified in all subjects they teach?
- A-34. Must veteran subject specialists who teach in elementary schools be highly qualified in all subjects or just the subject they teach?
- A-35. Do the highly qualified teacher requirements apply to teachers who work in juvenile institutions, correctional institutions, and other alternative educational settings?
- A-36. May a teacher who is highly qualified in one State also be considered highly qualified in other States?
- A-39. If a highly qualified teacher is not available locally to teach a certain subject, may a district use a highly qualified teacher who is located elsewhere to teach that subject through distance learning?
- A-40. Must a college faculty member who teaches core academic subjects to secondary school students be highly qualified?
- A-41. Can a State consider an applied mathematics or science course that is team taught by a highly qualified mathematics or science teacher and career and technical education teacher to be taught by a highly qualified teacher?
- A-42. What are the requirements in *No Child Left Behind* for paraprofessionals or teachers’ aides?

Federal Awards to the State Educational Agency (SEA)

- C-11. If an SEA and SAHE cannot use all of the Title II, Part A funds allocated to the State for administration, for what may the unneeded administrative funds be used?
- C-12. What is the period of availability for *Title II, Part A* funds?
- C-14. When and how must an SEA or SAHE monitor subgrant activities?

State awards to the Local Educational Agency (LEA)

- E-5. If the number of districts within a State decreases or increases through consolidation or division of a district into new LEAs, how can the SEA determine the amount of *Title II, Part A* funds the newly created districts and the districts affected by the creation of the new districts should receive?
- E-6. If charter school-LEAs or other types of special LEAs without geographic boundaries are created, how should the SEA determine the amount of *Title II, Part A* funds that these newly created districts receive?

Local Use of Funds

- F-8. May an LEA use *Title II, Part A* funds to assist paraprofessionals to become highly qualified and meet the requirements for Title I paraprofessionals in Section 1119 of ESEA?

Federal Awards to the State Agency for Higher Education (SAHE)

- G-6. How can an SEA or LEA determine whether an LEA meets the poverty criterion in the definition of a high-need LEA?
- G-7. If a SAHE finds that the use of Census Bureau data to determine the numbers or percentages of children from families with incomes below the poverty line generates only a very small number of LEAs that meet the definition of “high-need,” may other methods be used to determine which districts qualify as a high-need LEA?
- G-18. May a SAHE grant support pre-service teacher training?

Private School Participation

- H-2. What is meant by “equitable participation”?
- H-3. For the purposes of equitable participation, which institutions are considered “private schools”?
- H-12. May *Title II, Part A* funds be used to pay for a private school teacher’s attendance at a professional conference sponsored or conducted by a faith-based organization?
- H-17. Are third-party contractors who deliver services under subcontract to private schools permitted to charge administrative costs as part of their contract? Off the top administrative costs are currently reserved for LEA administration of the program; can these costs also include the internal administrative costs of a third-party provider?
- H-18. If a private school requires and annually provides, as part of its teacher contract, four days of professional development, may the LEA provide, on these same days, professional development supported by *Title II, Part A* funds?
- H-28. If a public school district does not use *Title II, Part A* funds to support course, degree or credential acquisition, is the district obligated to offer these services to the private schools?